

Woodhouse Primary School

PUPIL PREMIUM REPORT

2017/18 EVALUATION OF IMPACT

and

2018/19 ACTION AND SPENDING PLAN

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible. At Woodhouse Primary School, this is because pupils entitled to FSM may enter school with skills below, and sometimes significantly below, those expected for their age, and so have lower starting points than their peers. A small number of these particular children often also face other vulnerabilities which can be a barrier to good achievement. We therefore deploy pupil premium to plan on-going additional support and, where required, focused interventions in order to eradicate these barriers over time and so enable pupils to make similar progress to the vast majority of non-disadvantaged pupils in school (and elsewhere in the country) who have few, if any, barriers to learning. This effectively closes the achievement gap for our disadvantaged pupils and indeed for a small minority of our other pupils not officially designated as disadvantaged but with the same level of socio-economic, emotional and/or academic need.

Determining the Best Way to Spend Pupil Premium

Whilst all spending relates in some way to raising achievement, several interventions (which may appear to have a less direct impact) have proved, through research-based evidence, to be highly effective in overcoming barriers to learning encountered by disadvantaged pupils. Measuring the impact of such interventions is not straightforward so we draw together evidence from pupils, parents and external agencies to supplement pupil data and robust monitoring of learning. Previous outcomes clearly evidence that, the better these pupils are provided for in terms of basic needs, emotional and social welfare (usually coupled with effective academic interventions) the more likely they are to make similar progress to other pupils. The impact of spending at Woodhouse is continually evaluated to identify successful strategies which we have naturally then retained. As a result, attainment of disadvantaged pupils in 2017/18 was at least in line with other pupils nationally (end of EY and KS2 – no disadvantaged pupils in KS1) with no differences in any core subject.

What has previously worked well (and continues to work well) drives current spending. However, the key resource to driving achievement for disadvantaged pupils is staffing. These costs have soared with higher employers' contributions to staff pensions and this is sadly taking a significant amount of pupil premium spending from the per pupil allocation. It is therefore vital that we achieve value for money in term of the impact on pupil progress and attainment.

We therefore regularly review external sources of information, so that we can successfully address any achievement differences we identify through robust tracking. As a result of the Educational Endowment Foundation (EEF) research and toolkits, leaders constantly review and debate the impact of teaching on outcomes for all pupils, but particularly those who are disadvantaged. The impact of outstanding teaching and learning is also regularly identified and debated within the cluster of self-improving primary schools.

Monitoring the Impact of Spending

External data sources such as ASP and Governor Dashboard provide a clear comparative impact measure between the progress and attainment of disadvantaged pupils and non FSM/CLA pupils nationally. Crucially, this has consistently validated the information submitted to the Governing Board from senior leaders. As 2016 national changes to pupil assessment and calculation of national progress measures have developed (bridging national curriculum prior attainment levels to a new scaled score) there remain some anomalies in national data around allocation of scale-scores. Impact evaluation of 2017/18 spending has therefore been undertaken against rigorous in-school tracking data (supported by robust systems to monitor pupils' learning); against agreed school year-end expectations; against national end of key stage expectations; and against the Governor Dashboard, supplemented with case studies and professional feedback.

Short term monitoring of pupil premium spending focuses on meeting the milestones and targets specified in the following action plan. We have an established feedback loop whereby the Governing Board receives regular reports about the effectiveness of pupil premium initiatives, using this robust evaluation to make any necessary subsequent changes. Effective interventions are continued and funding for any interventions that are not working is reallocated. Consequently, the published action plan is subject to change. Although short term aims relate to specific initiatives, it is important that the Governing Board does not lose sight of the bigger picture. Some initiatives do not demonstrate impact immediately; some work effectively for some pupils and not for others so effectiveness is evaluated (linked to analysis of data and delivery of evidence-based interventions) over time.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six years (known as the "ever 6") qualifies for pupil premium funding (£1320 per pupil).

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus (£2300 per pupil).

Children of Service Families

These children receive a premium (SPP) of £300.

How is Woodhouse accountable for the pupil premium?

Robust and routine tracking of pupil outcomes is in place to immediately identify pupils who are under achieving. We then target effective intervention (based on robust research evidence) and support to these pupils in order to accelerate their progress towards, or to exceed, age related expectations, depending upon the starting point of each child. This is rigorously monitored over time. Obviously, consistently good teaching diminishes the difference between those learners who are vulnerable and those that are not, and we recognise the resilience required by a very small number of our more vulnerable disadvantaged pupils to make the same progress that would be routinely expected from other children in school and in the country. Effective feedback and guidance coupled with meta-cognitive approaches is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist a very small minority of vulnerable families, to ensure that their children attend school regularly, conform to behavioural expectations and receive appropriate care and support at home to ensure their safety and well-being.

The following plan (which is monitored termly and a summative evaluation produced at the end of the academic year) sets out clearly how we spend our funding, intended outcomes for pupils and methods by which the impact is monitored:

Woodhouse Primary School

Objective: Ensure that all disadvantaged pupils make at least expected progress and, where possible, better than expected progress (particularly for any at risk of under-attaining) so that there is no significant gap between the achievement of disadvantaged pupils and non-disadvantaged pupils nationally

Context:

Pupil premium allocation for the **2018/19** academic year: **£19760**

This is based on 13 children who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and therefore entitled to pupil premium funding), 1 pupil who is a service child (therefore eligible for SPP) and one child who is looked after. **At the time of writing this report, there are currently 18 children in receipt of pupil premium**, as several pupils have become eligible for free school meals over the summer break. **This equates to 4% pupils on roll** (3% IN EY; 3% in KS1; 5% in KS2). However, funding for these additional pupils does not appear in the budget until April 2019. Nonetheless, we take all available steps to ensure that we meet the needs of every disadvantaged pupil by making certain that resources (including deployment of staff) match appropriate interventions.

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other vulnerable children in school (who may also be economically disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost is met through the school budget.

Evaluation of Impact: 2017/18

- There were no disadvantaged pupils in the Early Years at the start of the academic year. One disadvantaged pupil joined reception during the year with skills typically expected nationally and, by the end of Early Years, had made expected overall progress to attain a good level of development (GLD), making better than expected progress towards the mathematics Early Learning Goal (ELG).
- Our disadvantaged Y1 pupil made expected progress (having attained a GLD at the end of EY) and was working at Y1 age-related expectations. This pupil also attained the Y1 national standard in phonics.
- There were no disadvantaged pupils in Y2
- Both disadvantaged Y3 pupils made at least expected progress in all core subjects from KS1 starting points. Consequently, both were working at Y3 age-related expectations.
- All disadvantaged Y4 pupils (except one) made at least expected progress in all core subjects from KS1 starting points. Two made better than expected progress in reading and one made better than expected progress in writing and maths. Consequently, three pupils were working at Y4 age-related expectations and one slightly above in reading and writing. In maths, two pupils were working at Y4 age-related expectations and two slightly above. The pupil not yet at age-related expectations has complex special needs.
- Both disadvantaged Y5 pupils made at least expected progress in all core subjects from KS1 starting points and one made better than expected progress in all core subjects. Consequently, all are working at Y5 age-related expectations and one is working at greater depth in reading and maths.
- All disadvantaged Y6 pupils made at least expected progress in all core subjects from KS1 starting points with the exception of one pupil in maths. Individual progress scores vary but compare favourably with that of non-disadvantaged pupils. Consequently, all attained the expected standard in all core subjects and one attained the higher level in reading. Similarly, all attained the expected standard in the grammar, punctuation and spelling (GPS) test and one attained the higher level. This profile of attainment for Y6 disadvantaged pupils is above the national average when compared to non-disadvantaged pupils at the end of KS2 in reading, writing and maths. Progress for disadvantaged pupils in Y6 is above the national average in maths when compared to non-disadvantaged pupils at the end of KS2 and slightly below in reading and writing.
- Monitoring of pupils' learning regularly undertaken by senior leaders (routinely analysing the quality of pupils' work) corroborates the progress identified above and

confirms that the progress of disadvantaged pupils is better than the national picture. This demonstrates consistently good pupil engagement because of targeted teaching, enrichment, inclusion support and memorable experiences which reliably promote the health and well-being of our disadvantaged pupils.

Expected outcomes at the end of the 2018/19 academic year:

1. EY results to show that both disadvantaged pupils will make at least expected progress from their respective starting points (one at a typically expected level and one below). Interventions are in place so that the pupil who has joined us with skills typically below those expected can make better than expected progress. If interventions are successful then both children should attain a GLD.
2. Y1 phonics testing to show that all three current disadvantaged pupil will reach the required standard in phonics and make similar progress to other non-disadvantaged pupils nationally and in school. Consequently, all three should be working at the expected (school) Y1 standard and one slightly above.
3. KS1 (Y2) results to show that our disadvantaged pupil will continue to make the same (or better) progress as any other pupil with the same prior attainment (EY) and will attain the national Y2 expected standard in all core subjects.
4. Both Y3 disadvantaged pupils will continue to make the same (or better) progress as any other pupil with the same prior attainment (KS1). Consequently, they should be working at the expected (school) Y3 standard or slightly above.
5. Both Y4 disadvantaged pupils will continue to make the same (or better) progress as any other pupil with the same prior attainment (KS1). Consequently, they should be working at the expected (school) Y4 standard or slightly above.
6. Almost all Y5 disadvantaged pupils will continue to make the same (or better) progress as any other pupil with the same prior attainment (KS1). Consequently, they should be working at the expected (school) Y5 standard, with at least one pupil slightly above in reading/writing and at least two in maths. The progress of one disadvantaged pupil in Y5 will be alternatively tracked to monitor achievement in line with relevant learning, social and emotional needs.
7. KS2 (Y6) results to show that all three disadvantaged pupils will continue to make at least expected (and some better than expected) progress from their KS1 prior attainment (measured by the standardised scores) which will be similar or better than their non-disadvantaged counterparts in school and nationally. As a result, all three should comfortably reach the expected Y6 standard (100.0) in reading, writing, maths (therefore RWM combined) and GPS. Two of these should attain the higher standard across all core subjects.
8. Impact of interventions constantly reviewed and compared to the impact 'promising' interventions identified within (EEF) national research.
9. Our promotion of the health and well-being of all disadvantaged pupils will again have successfully supported and enabled good engagement in learning.
10. Attendance of the disadvantaged pupil group to be in line with the attendance of the non-disadvantaged pupil group by tracking every pupil individually.

Context:

- The overwhelming majority of children enter Reception class with skills typical for their age. A few enter Reception at stages of development slightly above those typical for their age, although the proportion above typical attainment on entry varies dramatically between different areas of learning. Similarly, a small proportion enter with skills below those typically expected. However, as a result of consistently good teaching, the proportion of children reaching a good level of development (GLD) is always significantly above the national average.
- The year-on-year progress of disadvantaged demonstrates that extra funding is used very effectively to provide additional academic and/or pastoral support for every disadvantaged pupil. The head teacher rigorously monitors the progress of vulnerable pupils, reporting to a nominated governor. As a result of this cohesive approach, disadvantaged pupils achieve as well as other pupils, gaps in achievement being successfully closed and subsequently maintained.
- A small number of children have chaotic home lives and vulnerabilities which affect their emotional and social development, resulting in low self-esteem and lack of resilience. We have successfully supported these pupils through deployment of learning mentors, inclusion support, enrichment and memorable experiences. This work is supported by CPOMS. Although behaviour for learning is generally of an exceptionally high standard, we do not want to overlook any pupil who may need support. As the CPOMS system is becoming securely embedded, our analysis of, and response to, pupils' attitudes and personal development over time will

improve even further to ensure that all pupils understand resilience and demonstrate it in learning, especially those disadvantaged pupils on the SEND register.

PUPIL PREMIUM PROVISION 2017/18	TOTAL COST OF PROVISION	% FROM PUPIL PREMIUM	COST FROM PUPIL PREMIUM	TIME	MONITORING/EVIDENCE OF IMPACT
<p>1. Early Years Support Objective: Accelerate progress for disadvantaged pupils in prime and specific areas (focusing on the areas where starting points are lower) through research-based interventions, especially:</p> <ul style="list-style-type: none"> • CLL (speaking, listening, reading and especially writing) <p>Focus provision for PP children will link directly to impact of targeted provision</p>	£17312	3%	£520	Full time: Ongoing all year	<p>Termly report to governors: LD</p> <ul style="list-style-type: none"> • Steps progress from baseline • Progress towards prime and specific ELG's • Progress towards GLD • Attainment against ELG's?/GLD • Comparison to non-disadvantaged pupils in school and nationally <p>(Outcome 1)</p>
<p>2. Learning Mentors in EY/KS1/KS2 Objective: Ensure attendance, improve progress and attainment (and where necessary eradicate barriers to learning) of 45 children (18 pupil premium children + 27 vulnerable learners = 40%) through classroom support as part of quality first teaching</p> <ul style="list-style-type: none"> • Additional intervention/ILP work for under attaining pupils • Additional intervention for under achieving pupils to accelerate progress • Additional emotional support for targeted LAC/PP pupils • Additional feedback/guidance for next steps 	£13906 (pro-rata 50% to vulnerable learners)	40%	£5570	Full Time: Ongoing all year (early intervention)	<p>Termly report to governors: AC</p> <ul style="list-style-type: none"> • Progress of PP children compared to non-PP (school and national) • Attainment of PP children compared to non-PP (school and national) • Impact on pupils' behaviour, attitudes and personal development through learning walks/observations • Reduction in CPOMS recorded incidents for identified pupils • Case studies • Attendance <p>(Outcomes 2, 3, 4, 5, 6, 7, 8, 10)</p>
<p>3. Inclusion Support for KS1/2 pupils Objective: Improve progress and attainment of 45 children (12 pupil premium children + 27 vulnerable learners = 40%) through 1:1 support and ensuring that provision across all subjects addresses the needs of ALL individual pupils</p> <ul style="list-style-type: none"> • Additional 1:1 intervention for under attaining pupils • Additional 1:1 intervention for under achieving pupils to accelerate progress • Working with class teachers to ensure that day- 	£10923 (pro-rata 50% to vulnerable learners)	40%	£4370	Full Time: Ongoing all year (early intervention)	<p>Termly report to governors: AC</p> <ul style="list-style-type: none"> • Impact of interventions through • Progress of PP children compared to non-PP (school and national) • Attainment of PP children compared to non-PP (school and national) • Work analysis • Learning walks & observations • Pupil interviews • Staff surveys/feedback • SEND/AN register

to-day provision addresses need					(Outcomes 8, 9)
4. Monitoring of Achievement <u>Objective:</u> 30% senior leadership time to ensure that disadvantaged pupils make at least expected or better than expected progress and similar progress to their non-disadvantaged peers with the same starting points <ul style="list-style-type: none"> Monitoring of attendance Monitoring impact of additional classroom support on quality of pupils' learning, personal development and welfare Referral to, and impact of, external (universal) services where necessary Monitoring of ILP's 	£28186	4%	£1130	Full Time: Ongoing all year	<u>Termly report to governors: LD</u> <ul style="list-style-type: none"> Progress of PP children compared to non-PP (school & national) linked to attendance Attainment of PP children compared to non-PP (school & national) linked to attendance Work analysis Learning walks Pupil interviews Observations of lessons Registers (Outcomes 1, 2, 3, 4, 5, 6, 7, 10)
5. One to One Tuition <u>Objective:</u> Ensure that all disadvantaged pupils in Year 1 – Year 6 make at least expected progress (from EY/KS1 starting points) and, wherever possible, reach the end of KS1/2 expectation in all subjects <ul style="list-style-type: none"> 1:1 support including homework Working in partnership with class teachers to ensure provision dovetailed to quality first teaching 	£7184 (pro-rata to 4 hours per week)	100%	£7190	4 hours weekly Ongoing throughout the year	<u>Termly report to governors: AC</u> <ul style="list-style-type: none"> Progress of PP children compared to non-PP (school and national) Attainment of PP children compared to non-PP (school and national) Work analysis Pupil interviews (Outcomes 2, 3, 4, 5, 6, 7)
6. Enrichment and Memorable Experiences <u>Objective:</u> Ensuring the health and well-being of ALL disadvantaged pupils through provision of a healthy diet and physical activity so that they are ready and motivated to learn and therefore fully engaged in lessons; and providing experiences through which they can further knowledge, skills and understanding <ul style="list-style-type: none"> Free milk for ALL pupils in YR – Y6 @ £40 Free swimming for four KS1 pupils @ £20 Visits @ £10 per pupil (contribution): <ul style="list-style-type: none"> Enhancing personal and SMSC development Stimuli for reading and writing 	£980 £720 £80 £180	100%	£980	Ongoing	<u>Termly report to governors: LD</u> <ul style="list-style-type: none"> Impact on learning behaviour through learning walks Reduction in CPOMS recorded incidents for identified pupils Pupil interviews and engagement Parent feedback Work analysis: impact of visits Cohort tracking: impact on progress in reading and writing Impact on personal and SMSC development (Outcomes 2, 3, 4, 5, 6, 7, 9)
TOTAL PROJECTED SPEND 2018/19 ACADEMIC YEAR			£19760		

MONITORING AND EVALUATION:

1. Early Years Support

<p style="text-align: center;">Autumn Term 2018: Monitoring</p> <p><u>Milestone:</u> Both disadvantaged pupils are making good progress towards GLD. Good impact of interventions.</p>	<p style="text-align: center;">Spring Term 2019: Monitoring</p> <p><u>Milestone:</u> Both disadvantaged pupils are making continued good progress towards GLD and on track.</p>	<p style="text-align: center;">Summer Term 2019: Evaluation</p> <p><u>Success Criteria:</u> Both disadvantaged pupils made good progress and attained GLD</p>
---	--	--

2. Learning Mentors in EY/KS1/KS2

<p style="text-align: center;">Autumn Term 2018: Monitoring</p> <p><u>Milestone:</u> Both disadvantaged pupils are making good progress towards GLD. All four disadvantaged pupils are making good progress from end of EY towards end KS1 national expectations. Almost all disadvantaged pupils are making good progress from end of KS1 towards end KS2 national expectations.</p>	<p style="text-align: center;">Spring Term 2019: Monitoring</p> <p><u>Milestone:</u> Both disadvantaged pupils are making continued good progress towards GLD. All four disadvantaged pupils are making continued good progress from end of EY towards end KS1 national expectations. Almost all disadvantaged pupils are making continued good progress from end of KS1 towards end KS2 national expectations.</p>	<p style="text-align: center;">Summer Term 2019: Evaluation</p> <p><u>Success Criteria:</u> Both disadvantaged attained GLD. Y1 pupils working at expected (school) standard. Y2 pupil attained the national KS1 standard. Y3/4/5: 89% pupils working at expected (school) standards. Y6 pupils attained the national KS2 standard and 66% attained the higher level</p>
--	--	---

3. Inclusion Support for KS1/2 Pupils

<p style="text-align: center;">Autumn Term 2018: Monitoring</p> <p><u>Milestone:</u> All four disadvantaged pupils are making good progress from end of EY towards end KS1 national expectations. Almost all disadvantaged pupils are making good progress from end of KS1 towards end KS2 national expectations.</p>	<p style="text-align: center;">Spring Term 2019: Monitoring</p> <p><u>Milestone:</u> All four disadvantaged pupils are making continued good progress from end of EY towards end KS1 national expectations. Almost all disadvantaged pupils are making continued good progress from end of KS1 towards end KS2 national expectations.</p>	<p style="text-align: center;">Summer Term 2019: Evaluation</p> <p><u>Success Criteria:</u> Y1 pupils working at expected (school) standard. Y2 pupil attained the national KS1 standard. Y3/4/5: 89% pupils working at expected (school) standards. Y6 pupils attained the national KS2 standard and 66% attained the higher level</p>
--	--	--

4. Monitoring of Achievement (Leadership)

<p style="text-align: center;">Autumn Term 2018: Monitoring</p> <p><u>Milestone:</u> Both disadvantaged pupils are making good progress towards GLD. All four disadvantaged pupils are making good progress from end of EY towards end KS1 national expectations. Almost all disadvantaged pupils are making good progress from end of KS1 towards end KS2 national expectations.</p>	<p style="text-align: center;">Spring Term 2019: Monitoring</p> <p><u>Milestone:</u> Both disadvantaged pupils are making continued good progress towards GLD. All four disadvantaged pupils are making continued good progress from end of EY towards end KS1 national expectations. Almost all disadvantaged pupils are making continued good progress from end of KS1 towards end KS2 national expectations.</p>	<p style="text-align: center;">Summer Term 2019: Evaluation</p> <p><u>Success Criteria:</u> Both disadvantaged attained GLD. Y1 pupils working at expected (school) standard. Y2 pupil attained the national KS1 standard. Y3/4/5: 89% pupils working at expected (school) standards. Y6 pupils attained the national KS2 standard and 66% attained the higher level.</p>
--	--	--

5. One-to-One Tuition

<p style="text-align: center;">Autumn Term 2018: Monitoring</p> <p><u>Milestone:</u> All four disadvantaged pupils are making good progress from end of EY towards end KS1 national expectations. Almost all disadvantaged pupils are making good progress from end of KS1 towards end KS2 national expectations.</p>	<p style="text-align: center;">Spring Term 2019: Monitoring</p> <p><u>Milestone:</u> All four disadvantaged pupils are making continued good progress from end of EY towards end KS1 national expectations. Almost all disadvantaged pupils are making continued good progress from end of KS1 towards end KS2 national expectations.</p>	<p style="text-align: center;">Summer Term 2019: Evaluation</p> <p><u>Success Criteria:</u> Y1 pupils working at expected (school) standard. Y2 pupil attained the national KS1 standard. Y3/4/5: 89% pupils working at expected (school) standards. Y6 pupils attained the national KS2 standard and 66% attained the higher level</p>
--	--	--

6. Enrichment and Memorable Experiences

<i>Autumn Term 2018: Monitoring</i>	<i>Spring Term 2019: Monitoring</i>	<i>Summer Term 2019: Evaluation</i>
<p><u>Milestones:</u></p> <ol style="list-style-type: none"> 1. Reduction in incidents logged onto CPOMS for any identified pupil (or maintenance of no incidents) 2. Vast majority of pupils display good learning behaviour, learning attitudes and personal development, corroborated through learning walks and regular pupil interviews. 3. Both disadvantaged pupils are making good progress towards writing ELG. 4. All four disadvantaged pupils are making good progress in writing from end of EY towards end KS1 national expectations. 5. Almost all disadvantaged pupils are making good progress in writing from end of KS1 towards end KS2 national expectations. 	<p><u>Milestones:</u></p> <ol style="list-style-type: none"> 1. Reduction in incidents logged onto CPOMS for any identified pupil (or maintenance of no incidents) 2. Overwhelming majority of pupils display good learning behaviour, learning attitudes and personal development, corroborated through learning walks and regular pupil interviews. 3. Both disadvantaged pupils are making good progress towards writing ELG. 4. All four disadvantaged pupils are making good progress in writing from end of EY towards end KS1 national expectations. 5. Almost all disadvantaged pupils are making good progress in writing from end of KS1 towards end KS2 national expectations. 	<p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. Reduction in incidents logged onto CPOMS for any identified pupil (or maintenance of no incidents) 2. Almost all pupils display good learning behaviour, learning attitudes and personal development, corroborated through learning walks and regular pupil interviews. 3. Both disadvantaged attained GLD. 4. Y1 pupils working at expected (school) standard. Y2 pupil attained the national KS1 standard. 5. Y3/4/5: 89% pupils working at expected (school) standards 6. Y6 pupils attained the national KS2 standard and 66% attained the higher level.